

# System Training and Response Team

## Submitting Information to SAIS for Students Who Participate in Special Education and English Language Learner Programs

9:00 AM – 12:30 PM

### Welcome

- Introductions
- Workshop logistics
- Scope of workshop

### Contacting the STaR Team

- On-demand assistance
- SAIS Information and Updates by E-mail

### Overview of SAIS data requirements

- Student Need Transaction
- SPED and ELL Program Participation Transactions
- Initial IEP Transaction
- Early Childhood Preschool Assessment Transaction

⇒ ***Break for those who work exclusively with SPED data***

- ELL Student Assessment Transaction

### ***Break for everyone***

### Checking Submission Results

- SAIS Import Processing
- ADE Generated Student Detail Reports
- SAIS Integrity Processing

### ADE Timelines Related to State Aid for SPED and ELL

- Participation dates for inclusion in funding
- ADE data processing timeline
- Suggested routine for validating SAIS data to ensure proper funding

### Using SAIS Online to report information for students who are tuitioned-out to private schools or who participate in Head Start

- Requesting access and selecting user roles
- Avoiding common mistakes
- Additional training and assistance

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*System Training and Response (STaR) Team*

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## Details Relating to Submitting Information to SAIS for Special Education Students

### What is SAIS?

The Student Accountability Information System (SAIS) is made up of several ADE computer systems including the Student Detail Database, School Finance Student Counts System and other systems used for various purposes (i.e., Adequate Yearly Progress, AZ Learns, Special Education Annual Data Collection).

### How is the data submitted to ADE?

Information is stored and managed locally through student management systems (SMS) that comply with SAIS data requirements. Required data is submitted to the SAIS Student Detail Database via the Internet using the Student Detail Data Interchange (SDDI) on ADE's Common Logon (secure web site).

### When is the data submitted to ADE?

By law, data must be submitted to SAIS at least once every 20 school days; however, it is always in the best interests of a local educational agency (LEA) to submit student information so that it is complete and accurate when ADE processes it for purposes related to generating funding and to satisfy other state and federal reporting requirements.

### What SPED data is collected in SAIS for all Special Education Students?

- **Need Code** – Indicates a student's disability.
- **Need Entry Date** – Any date within the fiscal year for which the Need exists. Simply indicates that the student has a Need at some point during the reporting year. If services are provided to address the Need (as occurs in the overwhelming majority of cases), the Need Entry Date must be the same as or precede the Service Entry Date.
- **Service Code** – Indicates how the student's disability is being serviced (i.e., outside of the regular classroom less than 21% of the day, regular class with supplemental aids/services, etc.)
- **Service Entry Date** – The date a student's SPED service begins each year or the date when a student returns to participate in the program during the same year following a previous exit.
- **Service Exit Date** – Date of exit from a SPED service. Submitted if a student exits from SPED service for any reason during the school year or for certain reasons at the end of a school year (i.e., graduated, transferred to regular education, transition to kindergarten).
- **SPED Exit Reason** – Code indicating the reason a student has exited from SPED service. (Required when an exit date is submitted.)
- **SPED Grade** – The student's grade level in school.
- **Funded SPED Service DOR** – The CTD (County, Type, District) number of the entity that receives the funding for services provided.
- **SPED Special Enrollment Code** – Certificate of Educational Convenience (CEC-A and CEC-B) and Open Enrollment – Special dispensation granted to allow a student to attend a school outside of the actual district where he/she physically resides. (Does not apply to charter schools.)
- **Federal Primary Need Indicator** – Indicates the particular disability that has the greatest adverse impact on the student's ability to access and progress through the general curriculum. One and only one Need must be indicated as the Federal Primary Need for every special education student.

## What SPED data is collected in SAIS for Preschool Students with disabilities?

*Note: These items apply only to preschool students and do not apply to charter schools.*

- **Date of Initial IEP** – The date of the first IEP (Individualized Education Program) meeting.
- **Proposed Service Initiation Date** – Date proposed for the student to begin receiving services.
- **AzEIP Indicator** – Indicates whether or not a preschool student is enrolled in an Arizona Early Intervention Program.
- **Preschool Assessment Type** – The name of the assessment given to monitor progress and measure outcome indicators for preschool children.
- **Responsible Entity** – The CTDS (County, Type, District, School/Site) number of the entity (school) that is responsible for administering the assessment.
- **Assessment Date** – The date the assessment was administered.
- **Test Score** – The raw assessment score or scores attributed to the student who took the assessment. (Multiple fields are available in SAIS to report test scores. The number of such fields to be used is dependent on the number of test scores resulting from a particular type of assessment.)

## Codes used in SAIS

Available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp> “Data Transaction Code Value”

## How is data verified?

Verifying that the data that resides in SAIS is complete and accurate is accomplished by checking ADE generated reports that are available in the Download Area of the Student Detail Data Interchange. The SDSPED71 Report (accessed from the school level), SDSPED72-1, SDSPED72-2 and SDIEP71 (accessed from the district/charter holder level) contain real time (current) raw data that has been submitted to and successfully processed in SAIS. Use the SDSPED71 or SDSPED72-1 and SDSPED72-2 to verify that information for each student who participates in Special Education is complete and accurate. Use the SDIEP71 to verify that the initial IEP date, the proposed service initiation date and the AzEIP indicator exist in SAIS as intended for preschool students.

The Student Integrity Status Report (currently available at the school level, but expected to be available at the district/charter holder level later this year) displays error messages for students whose records have failed in ADE SAIS integrity processing. Students whose records fail in integrity processing are usually ineligible for funding. Therefore, it is in an LEA’s best interests to appropriately address all integrity errors.

## What is the relationship between SAIS data and State funding?

State Aid is based on three factors: 1) SPED Service Code; (For some disabilities, the add-on weight is different for students who are served in a self contained classroom vs. a resource setting.); 2) Add-on Weight; 3) Service participation dates.

Example – The SPED add-on weight for a student with Multiple Disabilities whose needs are serviced in a resource setting is 6.024. Assuming that the student participates in special education on each of the 20 service participation dates (the 8th, 14th, 21st, and 28th of September, October, November, December and January) SPED add-on would be calculated by multiplying the SPED add-on weight (6.024) by the base level amount (\$3133.53\*).

*\*Base level amount stated without consideration of District/Charter size, isolation of district, or Teacher Experience Index (TEI).*

## What is the relationship between SAIS data and Federal funding?

Federal funding is based on student participation on December 1. The allocation is the same for every student, regardless of the number or severity of disabilities or the SPED Service Type and is determined by dividing the federal allocation for the state by the total number of students reported. Federal funding for Special Education is distributed through the IDEA Basic Entitlement Grant.

## SAIS Online

SAIS Online is a web-based application available on the ADE Common Logon that provides a direct interface with the SAIS Student Detail Database. It may be used to report data to SAIS for special education students who are tuitioned-out to private schools and for preschool students with disabilities who participate in Head Start programs.

- **Requesting Access** – Done through use of the “Request Logins” feature available to entity administrators (district superintendents, charter operators or their designees) on the ADE Common Logon.
- **User Roles** – SAIS Online is designed to restrict access to certain data through the assignment of specific user roles. Those who must submit data for special education students who are tuitioned-out to private schools or who attend Head Start require access to SAIS Online with user Roles 4 (update Membership information) and 6 (update SPED Service Participation/IEP).
- **Adding/Removing Private Schools and Head Starts** – In order to report students who attend a particular private school or Head Start, the school or Head Start must be included in the list of schools accessible to your district/charter in SAIS Online. To add a school, fill out and submit the School Finance form used for this purpose available at <http://www.ade.az.gov/schoolfinance/Forms/SAISOnlineRequest.pdf>
- **SAIS Online User’s Guide** – A comprehensive guide for SAIS Online users is available on the STaR Team web site at <http://www.ade.az.gov/schoolfinance/star> The SAIS Online User’s Guide includes detailed step-by-step instructions that address every data element that is required for special education students who are tuitioned-out to private schools or who attend Head Start.

Keep in mind, that in addition to all special education program requirements, SAIS Online may also be used to submit data pertaining to a student’s membership in a private school or Head Start (i.e., first day of membership, entry code, withdrawal date or year-end status as applicable, and absences or attendance depending on grade level). Details regarding submitting data related to a student’s membership in a school are also provided in the SAIS Online User’s Guide.

## How can I get help if I have more questions or need further assistance with SAIS issues?

Use the form to [Request Training and Assistance](http://www.ade.az.gov/schoolfinance/star) available on the STaR Team web site at <http://www.ade.az.gov/schoolfinance/star>



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*System Training and Response (STaR) Team*

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## Details Relating to Submitting Information to SAIS for English Language Learners

### What is SAIS?

The Student Accountability Information System (SAIS) is made up of several ADE computer systems including the Student Detail Database, School Finance Student Counts System and other systems used for various purposes (i.e., Adequate Yearly Progress, AZ Learns, Special Education Annual Data Collection).

### How is the data submitted to ADE?

Information is stored and managed locally through student management systems (SMS) that comply with SAIS data requirements. Required data is submitted to the SAIS Student Detail Database via the Internet using the Student Detail Data Interchange (SDDI) on ADE's Common Logon (secure web site).

### When is the data submitted to ADE?

By law, data must be submitted to SAIS at least once every 20 school days; however, it is always in the best interests of a local educational agency (LEA) to submit student information so that it is complete and accurate when ADE processes it for purposes related to generating funding and to satisfy other state and federal reporting requirements.

### What ELL data is collected in SAIS?

- **Student Enrollment** – An ELL student must be enrolled as a member of the school where he/she participates in an ELL program for each day of his/her program participation.
- **Primary Home Language** – The result of the Home language Survey taken at the time a student enrolls in a school. The Primary Home Language is reported to SAIS as part of the Student Enrollment transaction.
- **Need Code** – Indicates a student's particular Need (LEPS).
- **Need Entry Date** – Any date within the fiscal year for which the Need exists. Simply indicates that the student has a Need at some point during the reporting year. For students with limited English proficiency, the Need Entry date is only submitted if the student has been assessed as having the Need, but is not participating in the English Language Learner program.
- **Program Code** – Indicates the particular ELL program in which a student participates (i.e., Structured or Sheltered English Immersion, Bilingual with a Waiver, Mainstream).
- **Program Entry Date** – The date a student's ELL program participation begins each year or the date when a student returns to participate in the program during the same year following a previous exit.
- **Program Exit Date** – Date of exit from an ELL program. Submitted if a student exits from an ELL program for any reason during the school year. ELL program exit dates and reasons are not submitted to SAIS if a student is participating in a program at the end of a school year.
- **Program Exit Reason** – Code indicating the reason a student has exited from an ELL program. (Required when an exit date is submitted.)
- **Language Participation Status** – Indicates if a student is a new or continuing English Language Learner. (Please see "Data Transaction Code Value" for full descriptions of New and Continuing.)
- **Assessment Date** – The date(s) the Oral, Reading and Writing sub-portions of the Arizona English Language Learner Assessment (AzELLA) were administered.

- **Scaled Assessment Score** – The scaled score achieved by a student on each sub-portion of AzELLA. (Included in the report obtained from Harcourt.)
- **Proficiency Level** – Also referred to as Performance Level – The level of proficiency attributed to a student in each sub-area (Oral, Reading and Writing) as measured by AzELLA. (i.e., Pre-emergent, Emergent, Basic, Intermediate or Proficient) (Included in the report obtained from Harcourt.)
- **Overall Assessment Result** – Indicates if a student is eligible to participate in an ELL program. The Overall Assessment Result is derived from the Overall Proficiency Level. Students whose Overall Proficiency Level is anything other than “Proficient” are eligible to participate in an ELL program and are assigned an Overall Assessment Result of “New English Language Learner,” “Continuing ELL,” or “ELL After Reassessment” as appropriate. Students who have an Overall Proficiency Level of “Proficient” are assigned an Overall Assessment Result of “Initial Fluent English Proficient” or English Language Learner after Reclassification” as appropriate. An Overall Assessment Result of “Continuing Fluent English Proficient” may be assigned to a student who was previously “Reclassified as Fluent English Proficient” and is being monitored. (Please see “Data Transaction Code Value” for full descriptions of Overall Assessment Results.)
- **Overall Proficiency Level** – The level of English language proficiency attributed to a student as a result of performance on AzELLA. (i.e., Pre-emergent, Emergent, Basic, Intermediate or Proficient) (Included in the report obtained from Harcourt.)

### Codes used in SAIS

Available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp> “Data Transaction Code Value”

### How is data verified?

Verifying that the data that resides in SAIS is complete and accurate is accomplished by checking ADE generated reports that are available in the Download Area of the Student Detail Data Interchange. The SDELL71 Report, SDELL72 Report (accessed from the school level), and SDELL70 Report (accessed from the school or district/charter holder level) contain real time (current) raw data that has been submitted to and successfully processed in SAIS. Use the SDELL71 to verify that information for each student who participates in an ELL program is complete and accurate. Use the SDELL72 and/or SDELL70 to verify the assessment data that resides in SAIS.

The Student Integrity Status Report (currently available at the school level, but expected to be available at the district/charter holder level later this year) displays error messages for students whose records have failed in ADE SAIS integrity processing. Students whose records fail in integrity processing are usually ineligible for funding. Therefore, it is in an LEA’s best interests to appropriately address all integrity errors.

### What is the relationship between SAIS data and State funding?

State Aid is based on two factors: 1) Add-on Weight; 2) Program participation dates.

Example – The ELL add-on weight is 0.115. Assuming that the student participates in ELL on each of the 3 program participation dates (October 1, December 15, February 1) ELL add-on would be calculated by multiplying the ELL add-on weight (0.115) by the base level amount (\$3133.53\*).

*\*Base level amount stated without consideration of District/Charter size, isolation of district, or Teacher Experience Index (TEI).*

### What is the relationship between SAIS data and Federal funding?

Federal funding is based on the count of ELL students in a district or charter. (Count is determined by participation on the participation dates described above.) The allocation for each student is determined by dividing the total federal allocation for the state by the total number of students reported. Federal funding for ELL is distributed through the Title III LEP Program Grant.

### How can I get help if I have more questions or need further assistance with SAIS issues?

Use the form to [Request Training and Assistance](http://www.ade.az.gov/schoolfinance/star) available on the STaR Team web site at <http://www.ade.az.gov/schoolfinance/star>



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## SAIS Codes applicable to SPED – Fiscal Year 2007

### SPED Need Codes

Code	Description	Code	Description
<b>A</b>	Autism	<b>OI</b>	Orthopedic Impairment
<b>ED</b>	Emotional Disability	<b>SLD</b>	Specific Learning Disability
<b>EDP</b>	Emotional Disability (Separate Facility, Private School)	<b>SLI</b>	Speech/Language Impairment
<b>HI</b>	Hearing Impairment	<b>SMR</b>	Severe Mental Retardation
<b>MD</b>	Multiple Disabilities	<b>TBI</b>	Traumatic Brain Injury
<b>MDSSI</b>	Multiple Disabilities Severe Sensory Impairment	<b>VI</b>	Visual Impairment
<b>MIMR</b>	Mild Mental Retardation	<b>PSD*</b>	Preschool Severe Delay
<b>MOMR</b>	Moderate Mental Retardation	<b>PMD*</b>	Preschool Moderate Delay
<b>OHI</b>	Other Health Impairment	<b>PSL*</b>	Preschool Speech Language Delay

\* Charter schools not eligible

### SPED School Age Service Codes

Code	Description	Eligible for state aid	Eligible for federal funding
<b>A</b>	Outside regular class less than 21% of the day	Yes	Yes
<b>B</b>	Outside regular class for at least 21% of the day but not more than 60% of the day	Yes	Yes
<b>C</b>	Outside regular class for more than 60% of the day	Yes	Yes
<b>D</b>	Public separate day school for greater than 50% of the day	Yes	Yes
<b>E</b>	Private separate day school at public expense for greater than 50% of the day	Yes	Yes
<b>F</b>	Public institutional facility for greater than 50% of the day	No	Yes
<b>G</b>	Private residential facility at public expense for greater than 50% of the school day - not on educational voucher	Yes	Yes
<b>H</b>	Homebound/home based/hospital program	Yes	Yes

**SPED School Age Service Codes (continued)**

<b>Code</b>	<b>Description</b>	<b>Eligible for state aid</b>	<b>Eligible for federal funding</b>
<b>I</b>	Services provided in regular classroom	Yes	Yes
<b>J</b>	Private school placement, enrolled by parent(s)	No	Yes
<b>S</b>	Regular class with supplemental aids/services	Yes	Yes
<b>V</b>	Private residential facility at public expense for greater than 50% of the school day – on educational voucher	No	Yes

**SPED Preschool Service Codes**

<b>Code</b>	<b>Description</b>	<b>Eligible for state aid</b>	<b>Eligible for federal funding</b>
<b>A</b>	Early childhood setting	Yes	Yes
<b>B</b>	Part-time early childhood/Part-time special education	Yes	Yes
<b>C</b>	Early childhood special education setting	Yes	Yes
<b>D</b>	Public separate day school for greater than 50% of the day	Yes	Yes
<b>E</b>	Private separate day school at public expense for greater than 50% of the day	Yes	Yes
<b>F</b>	Public institutional facility for greater than 50% of the day	No	Yes
<b>G</b>	Private residential facility at public expense for greater than 50% of the school day – not on permanent voucher	Yes	Yes
<b>H</b>	Home at least 360 minutes per week	Yes	Yes
<b>J</b>	Private school placement, enrolled by parent(s)	No	Yes
<b>R</b>	Reverse mainstream setting	Yes	Yes
<b>S</b>	Services at any other location for less than 360 minutes per week	Yes	Yes
<b>V</b>	Private residential facility at public expense for greater than 50% of the school day – on permanent voucher	No	Yes



## SPED Service Exit Reason Codes

Code	Short Description	Definition
1	Transferred to Regular Education	<p>Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program.</p> <p><b>NOTE: This student must be re-evaluated and determined no longer eligible for special education.</b></p> <p><i>Valid for all ages.</i></p>
2	Graduated with regular high school diploma	<p>Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.</p> <p><i>Valid for students who are age 16-21 on December 1.</i></p>
3	Reached maximum age	<p>Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma.</p> <p><i>Student age on SPED Service Exit Date must be 22 years minus one day.</i></p>
4	Died	Student died.
5	Moved, known to be continuing	<p>Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.</p> <p><i>Valid for all ages.</i></p>
7	Dropped out	<p>Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters.</p> <p><i>Valid for all ages and grades except preschool.</i></p>
8	Transition to kindergarten	<p>A child remains eligible and is still receiving SPED services.</p> <p>A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements.</p> <p><i>Valid for exit from preschool only.</i></p>
9	Exited due to intended change in SAIS data element(s) only	<p>This code is used when the student ends one SPED service participation and starts another. Student is not transferring to regular education.</p> <p><i>Valid for all ages.</i></p>
10	<p>Withdrawn by parent request</p> <p>-----</p> <p>Withdrawn by parent and no longer enrolled</p>	<p>This code is used when a parent wants to withdraw a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation.</p> <p><i>Valid for PS, KG and UE only.</i></p> <p><i>Note: The short description of this code will be changed to - Withdrawn by parent and no longer enrolled</i></p>

*Note: SPED Service Exit Reason Code 6 is no longer valid in SAIS.*

## SPED Special Enrollment Codes

**Special Enrollment** – (CEC-A, CEC-B, Open Enrollment) Applies only to school districts. Classifies certain students who attend a school within a district, but reside outside of the boundaries of that district.

Code	Short Description	Definition
1	CEC -A	<p>Certificate of Educational Convenience A</p> <p>May pertain to students who reside in unorganized territories (no school district) or who are precluded by distance or lack of adequate transportation from attending school in the district or county of residence.</p>
2	CEC-B	<p>Certificate of Educational Convenience B</p> <p>Students who are placed in one of the following facilities: a State rehabilitation or corrective institution, a foster home, child care agency, or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services, a residential facility operated or supported by the Department of Economic Security or the Department of Health Services, or a residence under the supervision of the Juvenile Corrections.</p> <p>The County School Superintendent of any county may not issue a CEC for a student placed in one of the above listed facilities if the student is placed in the same district of the student's parents' or legal guardians' residence or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state.</p>
3	Open Enrollment	<p>School districts may adopt and implement policies to allow students who reside outside of their district boundaries to enroll in any school within the district. Students who enroll under the provisions of such policies are known as open enrollment students.</p>

## Preschool Assessment Type Codes

Code	Description
1	Work Sampling
2	Creative Curriculum
3	Child Observation Record (COR)

*Note: All code values used in SAIS are defined in "Data Transaction Code Value" available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp>*



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## SAIS Codes applicable to ELL – Fiscal Year 2007

### ELL Need Code

Code	Description
LEPS	English Language Learner

### ELL Program Codes

Code	Description
A	Structured or Sheltered English Immersion (SEI)
B1	Bilingual/Dual Language with Waiver 1
B2	Bilingual/Dual Language with Waiver 2
B3	Bilingual/Dual Language with Waiver 3
M	Mainstream

### ELL Program Exit Reason Codes

Code	Description
1	Reclassified as Fluent English Proficient (FEP) by reassessment
2	Withdrawn from school
3	Withdrawn by parent request
5	Transferred to a different program (i.e., transferred from SEI to Mainstream)
7	Withdrawn due to SPED criteria
8	Transferred to a different track

### Language Participation Status Codes

Code	Short Description	Definition
C	Continuing	<u>Continuing</u> - Student is an ELL and was classified as an ELL in Arizona in a prior fiscal year(s).
N	New	<u>New</u> - Student was assessed and is eligible to be classified as an ELL for the very first time in Arizona. <b>Note:</b> A Student should only be classified as a New ELL in Arizona one time.

## Overall Assessment Result Codes

Code	Short Description	Definition
1	New English Language Learner (New ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program for the first time in Arizona.  <i>Note: A student should only be classified as a New ELL in Arizona one time.</i>
2	Continuing English Language Learner (Continuing ELL)	The overall result of this assessment qualifies the student to continue to be eligible to participate in an ELL program. This is not the first assessment that shows the student to be eligible to participate in an ELL program and the student has never been Reclassified FEP by an assessment in Arizona.
3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	English Language Learner After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
6	Continuing Fluent English Proficient (Continuing FEP)	This student was previously Reclassified FEP by assessment and is being monitored.  <i>Note: Students must be monitored for two years after being Reclassified FEP.</i>

## Assessment Proficiency Level Codes

Code	Description
PE	Pre-emergent
E	Emergent
B	Basic
I	Intermediate
P	Proficient

*Note: All code values used in SAIS are defined in "Data Transaction Code Value" available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp>*



State of Arizona  
Department of Education

Tom Horne  
Superintendent of  
Public Instruction

August 14, 2006  
ECE 1-07

**MEMORANDUM**

To: Public School District Superintendents  
Early Childhood Block Grant Program Contacts  
AZ Family Literacy Program Contacts  
Early Childhood Special Education Contacts

From: Karen Woodhouse  
Deputy Associate Superintendent, Early Childhood Education

Re: Arizona Early Childhood Assessment System  
Training and Implementation

After a rigorous evaluation process, the Arizona Department of Education (ADE) adopted a menu of three assessment instruments for use in the Arizona Early Childhood Assessment System. The three assessment instruments are indicated for progress monitoring and for measuring outcome indicators in preschool children ages three years to kindergarten entry in early childhood programs administered by ADE.

Best practice in assessment of young children recognizes the need for multiple assessment methods to obtain a true picture of a child's progress. Although there is no perfect assessment for young children, the selected instruments are well designed for all of Arizona's children, including English language learners, children with special needs and children from diverse cultural backgrounds. All the selected assessment instruments align with the domains and content areas in the Arizona Early Learning Standards.

ADE conducted a formal procurement process (Request for Proposal) to obtain best and final large volume pricing and to also relieve LEAs from conducting a formal procurement process at the district level. However, LEAs and grantees are responsible for the payment of training fees and instrument material costs, as well as on-line subscription agreement fees if desired. An LEA may choose to enter into an on-line subscription agreement with a vendor; however, this is not required by ADE, and is not necessary for data submission to ADE.

Local Education Agencies (LEAs) will select one assessment from the menu in order to monitor progress of preschool age children to meet the requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEA), Part B, Section 619, or to provide accountability data for state Early Childhood Block Grant (A.R.S. 15-1521), or to provide accountability data for the State Family Literacy Program (A.R.S. 15-191.01) and Title 1 Even Start Program. **It is**

**recommended that all programs within a district collaborate in choosing an assessment instrument in order to keep purchasing costs, training costs, and on-line subscription costs to a minimum.** If more than one instrument is being used in a district, all costs associated with its use (purchase, training, on-line subscription) may be doubled or tripled.

School year 2006 – 2007 will be considered a transitional year as users become familiar with administration of the new assessment instruments and the reporting of data to ADE. Directors and teachers in early childhood special education programs (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006. This “entry” data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007. All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will be required this year to assess all preschool-aged children in their program at the end of the program year and submit data to ADE by June 30, 2007.

The assessment instrument options are listed below in alphabetical order. The Arizona Department of Education does not endorse any one assessment over another.

1. Child Observation Record (COR); High/Scope Educational Research Foundation, Ypsilanti, MI. <http://www.highscope.org/Assessment/homepage.htm>
2. The Creative Curriculum Developmental Continuum Assessment System; Teaching Strategies, Inc., Washington DC. <http://www.creativecurriculum.net/>
3. Work Sampling System; Pearson Learning Group, Parsippany, NJ. <http://www.pearsonearlylearning.com/products/assessment/wss/index.html>

ADE has also collected information from the publishers about the assessment instruments, fees and training costs. This information is found at: <http://www.ade.az.gov/earlychildhood>. Select the topic “Assessment and Data Reporting”.

Data from administration of the monitoring and outcome assessments will be entered into the ADE Student Accountability and Information System (SAIS) by LEAs and grantees, beginning in school year 2006-2007. Data obtained from the assessments is useful for teachers in their lesson planning and support of a child’s learning, and provides a local program and the Department of Education with valuable information to inform professional development and technical assistance.

A training and implementation timeline is detailed below:

**August through September 15, 2006 – Selection of Assessment Instrument.** LEAs and grantees are encouraged to begin selecting an assessment instrument and make a decision no later than September 15, 2006. For those districts that choose to enter into an on-line subscription agreement with an assessment publisher, this date provides adequate time for an approval process from a local school board if one is necessary.

**August through November 2006 - Training on Assessment Instrument.** The publishers will schedule training on the assessments, and training for system administrators during the late summer and fall of 2006. For further information regarding training components, locations and

schedules, check the websites of the publishers listed in this memorandum, as the publishers are responsible for all elements of training.

### **September through November 2006 – Training on SAIS Data Submission**

ADE will be offering training in various locations throughout the state on entering assessment data into SAIS. It is anticipated that this training component will take about three hours, and will occur in a non-lab setting. It is likely that this training will be combined with the assessment training provided by the publisher in some locations. The training module will also be available on the ADE web page later this fall. The training schedule will be posted in late August at: <http://www.ade.az.gov/earlychildhood>. Select the topic "Assessment and Data Reporting".

### **September 2006 through June 2007 – Assessment of Children Enrolled in Early Childhood Programs**

- **Assessment Administration for "Entry" Data**

Directors and teachers in early childhood special education programs only (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006, but no earlier than six weeks after the first program day. This "entry" data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007.

- **Assessment Administration for "End-of-Year" Data**

All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will assess all preschool-aged children in their programs at the end of the program year and submit data to ADE by June 30, 2007.

The ADE Early Childhood Education Office is committed to providing clear information and timely technical assistance to users of the new Early Childhood Assessment System. Continue to check the web page for updates at <http://www.ade.az.gov/earlychildhood>. Select the topic "Assessment and Data Reporting". If you have questions, please contact your program specialist or our main number at 602.364.1530.



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT

## Academic Performance Standards

### Student Report | Mickey Mouse

TEACHER: DISNEY  
SCHOOL: XYZ ELEMENTARY  
DISTRICT: XYZ UNIFIED  
GRADE: 5  
TEST DATE: 9/15/2006  
OTHER INFO:  
AZELLA LEVEL/FORM: Elementary/A

AGE: 10 Yrs 3 Mos  
STUDENT NO.:12345

#### Learner Snapshot

Overall, Mickey scored a total of 645 points out of a maximum number of XXX points. This student's composite performance level is Intermediate.

#### Total Composite Scaled Score

645

Performance Level

PE

E

B

I

P\*\*

Scaled Score

300

400

500

600

700

800

900

\*Ready to participate in a regular English program

		Max. Score Pts. Poss.	Score Pts. Earned	Scaled Score	Performance Level					Narrative
					PE	E	B	I	P	
	Listening	20	15	646				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Speaking	34	32	723					✓	Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Comprehension (Listening and Reading)	20	10	611			✓			Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
SAIS DATA	Oral (Listening and Speaking)	28	23	682				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Reading	40	23	579				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Total Writing	54	47	669				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.

#### Notes

- 1) All scores and corresponding Performance Levels shown in this example are for illustrative purposes only and have no correlation to any actual score and its corresponding Performance Level.
- 2) The terms "Performance Level" and "Proficiency Level" are synonymous for purposes of reporting assessment results to SAIS.





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*System Training and Response (STaR) Team – SAIS Information Series*

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## **SAIS Related ELL Student Assessment Rules for FY 2007**

1. Each student in a language program must have a record of an assessment administered within the current or past fiscal year in SAIS. The assessment date must be on or prior to the student's language program participation start date for the current school year.
2. The assessment administered on or prior to a student's language program participation start date must demonstrate that the student is in need of language program assistance. (Overall Assessment Result = New ELL, Continuing ELL, or ELL After Re-classification)
3. The date submitted for each sub-portion of the assessment must be the date the sub-portion of the assessment was administered.
4. The date submitted for each sub-portion of the assessment must be within the fiscal year identified in the header of the SAIS submission file.
5. Assessments may be administered on non-school days.
6. Assessment results may only be submitted by the Local Educational Agency that administers the assessment.
7. When adding an assessment record to SAIS, each of the following fields relating to a student's assessment result must be populated:
  - Oral Assessment Date
  - Oral Assessment Score (Scaled Score)
  - Oral Proficiency Level
  - Reading Assessment Date
  - Reading Assessment Score (Scaled Score)
  - Reading Proficiency Level
  - Writing Assessment Date
  - Writing Assessment Score (Scaled Score)
  - Writing Proficiency Level
  - Overall Assessment Result
  - Overall Total Composite Scaled Score
  - Overall Proficiency Level
8. When changing values for any sub-portion or any overall result of an assessment record that already exists in SAIS, all three elements pertaining to at least one sub-portion of the assessment must be submitted (i.e., Date, Score and Proficiency Level).
9. All assessment score elements (Oral, Reading, Writing and Overall Total Composite Scaled Score) must have a code value range of 100-999.
10. If "Continuing FEP" is used as the Overall Assessment Result Code, the submitted Overall Total Composite Scaled Score must be 999.
11. Only one assessment will be allowed to be recorded in SAIS per student per fiscal year for any individual district or charter holder.
12. If a properly formatted assessment transaction is submitted by a second district/charter holder within the same fiscal year as an assessment record that already exists in SAIS, SAIS will accept the transaction and issue a warning to the effect that a record for an assessment administered within the same fiscal year already exists in SAIS.
13. Students who have not reached 5 years of age by January 1 are ineligible for placement in an ELL program, and therefore, should not take a language assessment.
14. All students at all grade levels who are subject to taking the language assessment are required to attempt each sub-portion of the assessment. Scaled scores of 998 to indicate that a student has not attempted a sub-portion of the assessment that were used in previous fiscal years are no longer valid.



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*System Training and Response (STaR) Team – SAIS Information Series*

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## Upload/Download Procedures in SAIS (SPED Specific)

### Step-by-Step Instructions for Submitting (Uploading) Files to SAIS

1. Enter all information required for SAIS reporting into the student management system (SMS).
  2. Validate that the information is complete and accurate.
  3. Follow the procedures specified by the SMS vendor or local system developer necessary to create and save a submission file.
  4. Navigate to the Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  5. Enter username and password.
  6. Select “Student Detail Data Interchange” from the Application Access Menu.
  7. Select the individual school for which you are submitting a file from the dropdown menu. If you are submitting a file at the district/charter holder level, leave the selection as it is initially displayed.
  8. Click “Upload Area”
  9. Enter the path and file name or “Browse” for the file you wish to submit. *(The extension of the file will be .sdf or .xml)*
  10. Click “Go”
- Notes:*
- *Though you will likely see a message that the file has been successfully submitted, it is still necessary to follow the directions below to check the file status.*
  - *File processing time may vary based on system activity.*
11. Click “Status Area”
  12. Enter information to limit the number of files returned by sequence number range, date range, or just click “Go” *(recommended)* to return all submitted files for the selected fiscal year.

### File level status messages

File level status messages relate to the file as a whole. Submitted file status includes:

- **File Waiting to be Processed**
- **File Being Processed/Pending** – The submitter should not make subsequent submissions while files are processing or pending. It is strongly suggested that the submitter wait for the status message to change to show that processing is complete before downloading results and/or submitting another file. *(Sample messages: File is being processed, File is waiting to be processed, File processed, but contains transactions pending student matching)*
- **Rejected File** – No individual transactions are processed when a file is rejected. The submitter must address the problems that caused the file to reject and resubmit the file. *(Sample messages: File rejected due to validation errors, File rejected due to invalid header)*
- **Accepted File** – A file that is accepted may be error free or contain errors in individual transactions. *(Sample messages: File processed successfully, File processed with errors)* In either case, since the submitted file was processed, the next submitted file must contain the next file sequence number. If a file contains transactions with errors, the submitter should resolve the errors attributed to individual transactions. If errors are appropriately addressed prior to the creation of the next submission file, the SMS should automatically include transactions containing the missing or previously inappropriate transaction elements.

*Clarification: A file may be accepted even though it contains individual transactions that may be rejected. Example: XYZ Elementary School submits a file that is accepted. Transactions submitted for one or more individual students may process successfully while other transactions may be rejected. Rejected transactions generate a transaction level error message.*

## Step-by-Step Instructions for Downloading Results from SAIS

SAIS generates several files and reports which are available for use by submitters through a download process. The instructions below are for downloading the reports that are specific to SPED Services. As of publication of this document, the reports mentioned here are only available at the school level.

### SDSPED71 (School Level Report)

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  2. Enter username and password.
  3. Select “Student Detail Data Interchange” from the Application Access Menu.
  4. Select the individual school for which you wish to view reports from the dropdown menu.
  5. Click “Download Area”
  6. Verify or enter the fiscal year for which you wish to view a report.
  7. Select SDSPED71.
  8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text.
- Note: We normally recommend using Portable Document Format (PDF) to view these reports. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*
9. Click “Go”
  10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing and/or printing.

## SDSPED72-1, 72-2 and SDIEP71 (District/Charter Holder Level Reports)

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
2. Enter username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu.
4. Select or leave the selection set to the district or charter holder from the dropdown menu. *(The selection defaults to the district or charter holder when SDDI is accessed from Common Logon at the beginning of each session.)*
5. Click “Download Area”
6. Verify or enter the fiscal year for which you wish to view a report.
7. Select SDSPED72-1, 72-2 or SDIEP71.
8. Select the appropriate format. Choose from XML or Simple Text for SDSPED72-1 and 72-2 or from Portable Document Format, XML or Simple Text for SDIEP71.

*Notes: We normally recommend using Portable Document Format (PDF) to view SDIEP71. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*

*SDSPED72-1 and 72-2 are intended for use with third party software, such as a spreadsheet program, and are therefore only available in XML and Simple Text formats. Depending on computer monitor screen resolution settings, the XML versions can be viewed, but are not intended for printing.*

9. Click “Go”
10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.

## Student Integrity Status Report (School Level Report)

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
2. Enter username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu.
4. Select the individual school for which you wish to view a Student Integrity Status Report from the dropdown menu.
5. Click “Download Area”
6. Verify or enter the fiscal year for which you wish to view the report.
7. Select Student Integrity Status Report.
8. Select the appropriate format. Choose from XML or Simple Text

*Note: We normally recommend using XML format to view this report. Depending on computer configuration, some users may have to save the file before it will open. Those who use Microsoft Windows XP may be able to set some security settings to enable the file to open directly in a browser window without first saving it.*

9. Apply the filter to show only SPED related integrity messages if desired.
10. Leave “Retrieve Failures Only” set to “Yes” unless you wish to view integrity warnings as well as failures.
11. Click “Go”
12. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.
13. If the report was downloaded in XML format, and if error messages exist, click on red exclamation marks to open each record for viewing or click on “Expand All.”



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*System Training and Response (STaR) Team – SAIS Information Series*

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## Upload/Download Procedures in SAIS (ELL Specific)

### Step-by-Step Instructions for Submitting (Uploading) Files to SAIS

1. Enter all information required for SAIS reporting into the student management system (SMS).
  2. Validate that the information is complete and accurate.
  3. Follow the procedures specified by the SMS vendor or local system developer necessary to create and save a submission file.
  4. Navigate to the Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  5. Enter username and password.
  6. Select “Student Detail Data Interchange” from the Application Access Menu.
  7. Select the individual school for which you are submitting a file from the dropdown menu. If you are submitting a file at the district/charter holder level, leave the selection as it is initially displayed.
  8. Click “Upload Area”
  9. Enter the path and file name or “Browse” for the file you wish to submit. *(The extension of the file will be .sdf or .xml)*
  10. Click “Go”
- Notes:*
- *Though you will likely see a message that the file has been successfully submitted, it is still necessary to follow the directions below to check the file status.*
  - *File processing time may vary based on system activity.*
11. Click “Status Area”
  12. Enter information to limit the number of files returned by sequence number range, date range, or just click “Go” *(recommended)* to return all submitted files for the selected fiscal year.

### File level status messages

File level status messages relate to the file as a whole. Submitted file status includes:

- **File Waiting to be Processed**
- **File Being Processed/Pending** – The submitter should not make subsequent submissions while files are processing or pending. It is strongly suggested that the submitter wait for the status message to change to show that processing is complete before downloading results and/or submitting another file. *(Sample messages: File is being processed, File is waiting to be processed, File processed, but contains transactions pending student matching)*
- **Rejected File** – No individual transactions are processed when a file is rejected. The submitter must address the problems that caused the file to reject and resubmit the file. *(Sample messages: File rejected due to validation errors, File rejected due to invalid header)*
- **Accepted File** – A file that is accepted may be error free or contain errors in individual transactions. *(Sample messages: File processed successfully, File processed with errors)* In either case, since the submitted file was processed, the next submitted file must contain the next file sequence number. If a file contains transactions with errors, the submitter should resolve the errors attributed to individual transactions. If errors are appropriately addressed prior to the creation of the next submission file, the SMS should automatically include transactions containing the missing or previously inappropriate transaction elements.

*Clarification: A file may be accepted even though it contains individual transactions that may be rejected. Example: XYZ Elementary School submits a file that is accepted. Transactions submitted for one or more individual students may process successfully while other transactions may be rejected. Rejected transactions generate a transaction level error message.*



## Step-by-Step Instructions for Downloading Results from SAIS

SAIS generates several files and reports which are available for use by submitters through a download process. The instructions below are for downloading the reports that are specific to ELL Programs.

### SDELL71, SDELL72 or SDELL70

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  2. Enter username and password.
  3. Select “Student Detail Data Interchange” from the Application Access Menu.
  4. Select the individual school for which you wish to view reports from the dropdown menu.
  5. Click “Download Area”
  6. Verify or enter the fiscal year for which you wish to view a report.
  7. Choose from SDELL71, SDELL72 or SDELL70. (SDELL70 requires a SAIS ID to be entered)
  8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text
- Note: We normally recommend using Portable Document Format (PDF) to view these reports. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*
9. Click “Go”
  10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing and/or printing.

## Student Integrity Status Report

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
2. Enter username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu.
4. Select the individual school for which you wish to view a Student Integrity Status Report from the dropdown menu.
5. Click “Download Area”
6. Verify or enter the fiscal year for which you wish to view the report.
7. Select Student Integrity Status Report.
8. Select the appropriate format. Choose from XML or Simple Text

*Note: We normally recommend using XML format to view this report. Depending on computer configuration, some users may have to save the file before it will open. Those who use Microsoft Windows XP may be able to set some security settings to enable the file to open directly in a browser window without first saving it.*

9. Apply the filter to show only ELL related integrity messages if desired.
10. Leave “Retrieve Failures Only” set to “Yes” unless you wish to view integrity warnings as well as failures.
11. Click “Go”
12. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.
13. If the report was downloaded in XML format, and if error messages exist, click on red exclamation marks to open each record for viewing or click on “Expand All.”

## SPED Report

Print Date: 10/22/2006 09:30:45

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

School CTDS: 00-02-98-001

School Name: XYZ Elementary School

Integrity  
Result

Failed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End
2345671	Mouse	Mickey	M	MD	No	1	5	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-

Integrity  
Result

Passed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End
8765432	Frog	Kermit	M	VI	No	1	1	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
20202020	Gonzo	Luis	M	MIMR	No	1	4	C	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
7777777	Lindy	Lucky	M	SLD	Yes	1	4	B	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
1234567	Duck	Donald	M	SLI	No	1	5	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-

\*Student has a valid Need, but no associated program/service for this Need.

Note: Some students listed in this report may not be eligible for State funding. Please refer to the SPED instructions.

**Note: A field to contain the Federal Primary Need Indicator is expected to be added to this report during FY 2007.**

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

School CTDS: 00-02-98-001

School Name: XYZ Elementary School

Integrity  
Result

Failed

Public SAIS ID	Last Name	First Name	Gender	Language Status	Track	Grade	Program	Service Entry	Service Exit	Withdrawal Reason
11223344	Penguin	Penelope	F	Continuing	1	5	A	08/14/2006	-	N/A

Integrity  
Result

Passed

Public SAIS ID	Last Name	First Name	Gender	Language Status	Track	Grade	Program	Service Entry	Service Exit	Withdrawal Reason
456789	Bear	Fozzy	M	New	1	KG	A	08/14/2006	-	N/A
8765432	Frog	Kermit	M	New	1	1	A	09/12/2006	-	N/A
888888	Piggy	Miss	F	New	1	4	A	09/13/2006	-	N/A
1234567	Duck	Donald	M	Continuing	1	5	M	08/14/2006	-	N/A
2345671	Mouse	Mickey	M	Continuing	1	5	A	08/14/2006	-	N/A
555666	Upagus	Snuffle	M	Continuing	1	7	M	08/14/2006	09/29/2006	Withdrawn from School

\*Student has a valid Need, but no associated program/service for this Need.